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ABSTRACT

The development of educational and social relationships among students of different ethnic groups and social backgrounds is examined in these explorations of the reduction of prejudice among school children. Qualitative methods are used, and emphasis is placed on the role of collaborative learning and on the strategies and techniques teachers can use to collect data on student interrelationships. Following an introduction, "Improving Social Relationships through Teaching Methods" by Basil R. Singh, the following papers are included: (1) "Can Monolingual Teachers Teach Language Awareness Successfully to the Benefit of All Children?" (Wendy F. Reeds); (2) "Personal and Social Education: A Vehicle for Prejudice Reduction" (Lynn Powell); (3) "Experiencing Temporary Disadvantage through Drama as a Means of Prejudice Reduction" (Carol Bianchi-Cooke); (4) "Using Curriculum Material and Teaching Methods To Reduce Prejudice and Maintain Academic Standards in an A Level Human Geography Course" (Anna Schlesinger); (5) "The Effects of Cross-ethnic Tutoring on Interracial Relationships and Academic Achievements" (Cecilia J. Datta); (6) "An Investigation into Prejudice Reduction among the Young People in Youth Clubs" (Peter Davies and Neil Hufton); and (7) "Women in Science: Access, Experience and Progression" (Viv Shelley and Pat Whaley). References follow each chapter. (Contains 14 figures and 26 tables.) (SLD)

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